

**Subject/Grade: Social Studies 1/2      Lesson Title: Rules in the classroom and at home**

**Teacher: Miss. Finlay      Date: November 17, 2021**

**Stage 1: Identify Desired Results**

**Outcome:**

PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.

**Indicators:**

(d) explain purposes of rules in the family and school.

(e) share examples of rules in students' families and the school.

**Key Understandings: ('I Can' statements)**

- I understand why there are rules I need to follow
- I can follow rules in my family and at school
- I understand that following rules supports peace

**Essential Questions:**

- What are the rules?
- Why do we need rules?
- What happens if rules are not followed?

**Prerequisite Learning:** Students have knowledge on rules and expectations in the classroom, on the playground and at home.

**Instructional Strategies:**

- **Group Discussion:** Students will engage in group discussion as they critically think and explore why they believe rules are set in place.
- **Using the whiteboard:** The whiteboard will be used as an instructional strategy to allow students to visually see and read what we are currently talking about. After everything is written out on the board, students can use this to assist their completion of individual worksheets
- **Boxing:** Using a worksheet to allow students to show their knowledge on the understanding of rules. Students will share their understandings by drawing a visual representation of a rule that they follow at school and a rule that they follow at home. After they have completed their illustrations students will have the opportunity to write down why this rule is in place, or they may raise their hand and have the teacher check over the illustration and allow the student to explain verbally why the rule that they have illustrated in place.
- **Questioning:** Students will engage in questioning and responding. Throughout this class students will be tasked with thinking critically about why rules are set in place. Miss Finlay

will ask a series of questions for students to quietly raise their hands and answer the questions after they have had time to think about their responses.

## Stage 2: Determine Evidence for Assessing Learning

### Assessment throughout the class:

Formative: Discussion - Class discussion will begin at the very beginning of the lesson right up until worksheets are handed out. Students will have the opportunity to share what they have learned from the opening activity of "Simon Says". This will help the teacher understand where each student is at in their learnings. Then Miss Finlay will lead a class discussion on different types of rules and why they need to be followed.

- Miss. Finlay will also have students engage in this discussion by visiting each student while they are working independently in desks.

Formative: Worksheets- Miss Finlay will assess each worksheet completed by students. She will be looking for two rules that are set in place at home and two rules that are set in place at school. By seeing the students draw and write out the rules the teacher can formatively assess that students are able to share rules that they know of to others, and that they understand what the rule is.

## Stage 3: Build Learning Plan

### Set (Engagement):

**Length of Time: 5min**

#### 1. Opening:

As a class we are going to play, Simon says. First we will go over the rules for the game. Miss Finlay will ask students what they think the game rules are and call upon students that have their hand raised. When a student shares a rule with the class, Miss Finlay will write the rule up on the board. Once all the rules have been identified and written on the board, Miss Finlay will ask the entire class to stand up beside their desks to begin the game. For time and safety purposes, Miss Finlay will be Simon. Miss Finlay will instruct students to do movement actions while saying "Simon says". If Miss Finlay does not say "Simon says" the students will not do the action.

#### 2. Once the game is complete, Miss Finlay will ask the students if they enjoyed playing the game. Then she will ask students to raise their hand if they think having rules for the game is important.

- Why do you think these rules are important?
  - I think that these rules are important because it lets each of us be able to participate and have a fair chance at playing the game. It also makes sure that each of us stays safe!
- If everyone was yelling or talking loud during the game, would this make it difficult to play?

### Materials/Resources:

- Pencils
- Whiteboard
- Whiteboard marker

### Possible Adaptations/ Differentiation:

- For students who may finish their work quicker - allow them to colour the pictures on the worksheet.
- For students who require more assistance or examples, Miss Finlay will be available to do so.

### Management Strategies:

- Teacher models behaviour that is expected from students

- Yes! Because then you would have a hard time hearing if I say “Simon Says” or not and not know what to do.
- Why would it make the game difficult?
  - Not everyone would get to play, and some students would feel left out, creating a not a very fun game!

**Development:**

**Time: 23min**

**Class discussion:**

1. Miss. Finlay will direct a class discussion talking about why rules are set in place.
  - Why do you think rules are set in place at school?
    - Possible answers from students:
      - Because the teachers make them
      - Because it is just what we are told to do
      - Because if we do not follow the rules we get in trouble
  - Who do you listen to while you are in class?
    - Possible answers
      - My friends
      - Mrs. Kupper
      - You
      - No one
  - **Answer:** The teacher who is teaching. Mrs. Kupper! Or Miss Finlay or Miss Kourles.
    - When you are in phys. Ed, who do you listen to?
    - When you are in health class, who do you listen to?
  - Who do you listen to during recess?
    - Possible answers:
      - **The recess supervisor**
      - The teacher outside
      - No one
      - My friends
  - Who do you listen to during lunch?
    - Possible answers:
      - No one
      - The principal
      - Mrs. Kupper
      - A teacher
  - Why is it important to follow the rules that these people make?
    - Possible answers:
      - So that we don't get in trouble
      - To keep us safe
      - To make people happy
  - If a teacher asks you to walk slowly in the hallway, and you don't listen, what could happen?
    - You could get in trouble, but that's not why we have rules to follow. The reason it is important to walk in

- Praise students for hard work and good ideas
- 123 eyes on me-student repeat to regain attention
- Give clear expectations for students for when they are done their work
- Redirecting behaviour to match classroom expectations

**Safety**

**Considerations:**

- Consider safety of students when working with a class, students should not feel left out when working on class discussion

the hallways instead of run is for your own safety. If everyone is running, it is easy to bump into other people, or trip and fall! This is why you don't see teachers running in the hall as well. There is a rule to walk in the hallways and we all need to follow the rule in order to stay safe!

- What are some rules that we have in Mrs. Kuppers class?

2. Students who have their hands raised and are waiting patiently to answer the questions will be called upon. Together, we will create a list of the rules that are in the classroom. The list will be written up on the white board by Miss Finlay. (If Mrs. Kupper has a list/poster hanging up in the class that the students know about, we will go over that instead of creating a new list).

- Miss Finlay will go over the list and ask students why they think each of these rules are set in place. Then Miss Finlay will clarify and explain the reasoning to the entire class to ensure that each student understands.

3. Miss Finlay will explain to students that everyone has rules to follow, including Miss Kourles and Miss Finlay (hold up a clipboard with my list of rules/expectations for pre-internship).

- by showing students that EVERYONE has rules and expectations to follow while at school, they will realize that they are not the only ones. Explain that sometimes it is hard having people telling us what to do or having to listen to all the rules, but it is important to do so for our own health and safety. Miss Finlay will share a rule that is expected of her.

- What could happen if the rule wasn't followed?

4. Step 2 will be repeated, but this time creating a list of rules that students have at home. This discussion will be more student-led as they share their family rules with the rest of the class.
  - Students will be asked to raise their hand and wait to be called upon before speaking. Because this is a lesson on rules, Miss Finlay will explain to students why she is asking students to wait until they are called upon. (So that everyone in the class can hear what you have to say and so that you are not interrupting anyone).

**Movement Break:** Miss Finlay will instruct students to stand up beside their desks and begin marching on the spot. Then , students will be instructed to reach up to the sky, reach down to the ground, reach side to side, do three jumps on the spot and then finally take a deep breath in through the nose and exhale through the mouth.

**Activity:**

This lesson includes a section on independent work. Miss Finlay has created a worksheet that will allow students to illustrate and

express their knowledge and understanding of rules. Students will share their understandings by drawing a visual representation of a rule that they follow at school and a rule that they follow at home. After they have completed their illustrations students will have the opportunity to write down why this rule is in place, or they may raise their hand and have the teacher check over the illustration and allow the student to explain verbally why the rule that they have illustrated in place.

- Today I am going to be giving each of you a worksheet! In each box you are going to draw a picture of a rule that you follow. Underneath you will write down what the rule is! You can look at the whiteboard at all the rules to help you spell the words.
- Grade 2: Once you have written what the rule is underneath your picture, you will write down why you think that you need to follow the rule.
- Grade 1: Once you have written what the rule is, please raise your hand and I will come over to check your work. When I am checking your work, you can explain why you think that you need to follow this rule.

1. Handout: Have Emma, Alyssa, Victoria, Noah and Lillian hand out the papers for their rows quietly.
2. Miss. Finlay will circle the room assisting any students that have questions or require assistance. Miss Finlay will also be made available to listen to explanations and check over work before students hand in the worksheet.
3. If students are done their worksheet before the end of class time they may colour their illustrations. Once the colouring is complete, they may hand in their papers and read their library book independently at their individual desks

\* Miss. Finlay will write down on the board the names of students that are in the washroom to keep track of who is outside of the classroom.

**Learning Closure:**

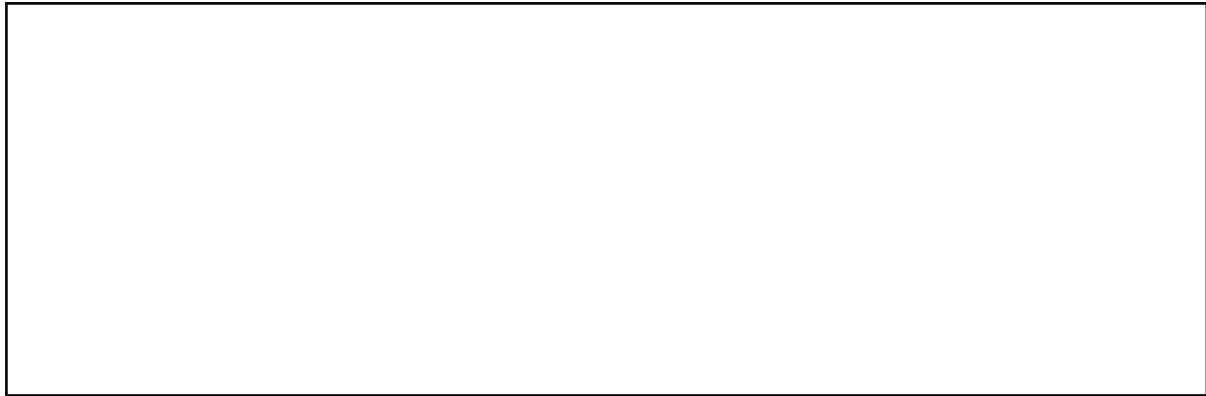
**Time: 2min**

1. Make sure students write their name and date in the spaces provided at the top of the worksheet and hand it in at the front of the classroom.

If time permits, Miss Finlay will play a video on youtube that discusses rules within the classroom. Students will be asked questions throughout the video that will require them answering. This video will be fun for students to practice their knowledge.

📺 Name That Rule . Once the video ends, Miss Finlay will thank the class for their participation and hand the teaching role back over to Mrs. Kupper.

**Stage 4: Reflection**



## Professional Goals Plan

**Topic: Understanding Rules**

**Date: Wednesday November 17th**

**Teacher: Danica Finlay**

**Observer: Sheri Kupper**

<p><b>1. Professional Goals</b></p> <p>My professional goal for this week is to keep kids engaged, without getting too excited.</p> <p>As a teacher I tend to get really excited when working with children and I think in the last lesson that I taught, the students picked up on my energy and were unable to stay focused. This lesson I am going to keep my energy at a calm level and model expected behaviour for students.</p> <p>I believe that it is important for students to be kept busy and be constantly engaged throughout a lesson so that they are able to fully understand what is being taught. If students are distracted or bored, they may disengage from the lesson and no longer be obtaining information.</p>	<p><b>2. Steps to Achieve Goals</b></p> <ul style="list-style-type: none"><li>- Instructing movement breaks when necessary</li><li>- Asking students to turn on their listening ears and make a "click" noise.</li><li>- Clap hands to regain students attention</li><li>- Keeping my speech at a calming level</li></ul>
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### **3. Instructions to observer:**

**If possible, I would like for you to sit at the back of the classroom and take note of, if and when students disengage from the lesson. By recording this, I will be able to take that information with me for next week's lesson and perhaps add in a movement break to reduce the chances of this happening again.**

#### **4. Data Collection:**